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ABSTRACT

The purpose of this handbook is to help parents of migrant children to understand the purpose and program of the Elementary and Secondary Education Act, Title I Migrant, and to inform them about their role on the Title I Migrant Parents Advisory Council (PAC). The composition of the advisory councils, which includes resident parents from the school district and representatives from the school district (administrators, teachers, or aides), from agencies other than public schools which are involved in the education of migrant children, from community organizations, and from agencies which provide health and welfare services to migrants, is described in detail. The role and operation of advisory councils, training of advisory council members, and suggestions for the advisory council chairman are also described. Additional information includes a glossary of terms, a sample bylaws for advisory councils, and selected references. (PS)

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1972 WASHINGTON STATE

HANDBOOK

FOR SCHOOL DISTRICT

MIGRANT EDUCATION

ADVISORY COUNCILS

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LOUIS BRUNO
SUPERINTENDENT OF PUBLIC INSTRUCTION
OLYMPIA, WASHINGTON

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HANDBOOK

FOR WASHINGTON STATE SCHOOL DISTRICT

MIGRANT EDUCATION ADVISORY COUNCILS

PREPARED FOR THE

GRANTS MANAGEMENT SECTION

DIVISION OF

CURRICULUM AND INSTRUCTION

BY JAMES O. CLICK, SUPERVISOR
MIGRANT EDUCATION

Elementary and Secondary Education Act
of 1965, Title I (Public Law 89-10)

FOREWORD

It is required that parent advisory councils be established to participate in the planning and operation of any project for the education of children of migratory farm workers under Title I of Public Law 89-750.

Parent advisory councils should be very helpful to the school boards and administration in their efforts to provide the best possible educational programs for migrant children. Through this council, the school administration can better understand the needs of the children from migrant families. This is especially true if the parents advisory council takes an active part and is truly representative of the migrant people. The migrant people, on the other hand, should also become better informed about the schools which their children attend.

This Manual should help the members of the parents advisory council to organize themselves into an effective group to assist the schools in providing good compensatory education for migrant children.

Louis Bruno

Louis Bruno
Superintendent of
Public Instruction

PREFACE

Those of us who are responsible for the implementation of public educational programs, and particularly compensatory education, are committed to the concept that the parents of the children for whom programs are provided should have active participation in planning and implementing such programs. This Handbook is provided to assist parent advisory councils in taking such an effective role.

We are indebted to the California State Department of Education for much of the contents of this Handbook. We have adopted from the Handbook for California School District Advisory Committees, California State Department of Education, 1971, materials suitable for our own use. With the help of this material, parent advisory councils will be able to work effectively with local school authorities in planning, implementing, and evaluating Title I Migrant compensatory educational projects.

James O. Click
Supervisor of Migrant Education
Grants Management Section

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An Introduction To ESEA, Title I Migrant,
Parent Advisory Councils (PAC's)

This booklet is presented to help you understand the purpose and program of the Elementary and Secondary Education Act (ESEA), Title I Migrant, and to inform you about your role on the Title I Migrant Parents Advisory Council (PAC). Your understanding and help are needed to have a successful Title I Migrant program in your school district or your school.

In 1965, Congress passed the Elementary and Secondary Education Act. ESEA represents the largest financial commitment to education ever made by the federal government. It provides funds for five different areas of educational endeavor. Each area is designated or identified by a title. Other titles have been added since 1965. By far the largest amount of money is available under Title I for compensatory education. Title I Migrant funds provide special programs and assistance for migrant children who have educational problems. The final goal of Title I Migrant is to provide migrant children with the opportunity to succeed in school to the maximum extent of their potential.

The use of community and parent advisory councils for migrant programs is required in Washington based on a philosophy that parents should have a voice in the programs developed for their children in school. A partnership of community and school can result in educational programs which will meet the needs of the children being served and will be understood by both the parents and the children.

Over the past few years, Title I requirements and policies for advisory councils have been continually improved and strengthened. In 1970, Congress amended Title I, making the establishment of advisory committees or councils a requirement for all Title I projects. The structure of advisory councils must be such that the parents of children in the program have a majority voice on the council.

Increasingly, parents have become aware of their role, and school districts are learning how to work with parents in an educational partnership. The results of the partnership support the idea that when all those who have a role in shaping the education of children--parents, community, and school--cooperate, the beneficiaries will be the children.

Title I programs may have two types of parent advisory councils--one at the school level and one at the school district level.

The material on the next few pages provides information about the two types of councils on which you might serve--the target school parent advisory group or the school district advisory council. You will find out about the composition, role, and operation of each council, as well as the types of training which might be most helpful to you.

Definitions of some of the terms which are commonly used in reference to or discussions of Title I Migrant projects and a summary of the most important requirements for Title I Migrant programs are in the appendixes. The sample bylaws that is included should be helpful when you set up or reorganize your council.

This publication should make it possible for you, as you serve on an advisory council, to assist the staff from your school or school district to plan, operate, and evaluate a Title I Migrant program which will provide educational benefits to the children in your schools.

* * *

Compositions of Advisory Councils

More than a simple majority of the members of the school district advisory council shall be parents, or people who represent these parents, of children who are in a Title I Migrant program, including parents of children who are in Title I Migrant programs in nonpublic schools. If there is a preschool migrant program in the district, parents of the children enrolled in that program should also be part of the council.

Parents who serve on the advisory councils shall be residents of the school district and shall be nominated by residents for council membership. They shall not be employees of the school district.

The school district will determine how many parents are to be nominated. The rest of the members of the advisory council represent the groups and organizations that follow:

- School district. Representative may be an administrator, teacher, aide, or other. (Only one in this category.)

- Agencies other than public schools. Representatives may be from private and parochial schools, preschool programs, or other nonpublic-school agencies involved in the education of migrant children.

- Community organizations. Representatives may be from community action agencies and from business, labor, parent-teacher, ethnic, and religious organizations.

- Other agencies. Representatives should be from agencies that provide health and welfare services to migrant children or their families.

All groups and organizations nominate or elect their members for appointment by the district school board. The persons who are nominated officially become members of the school district advisory council when the school board appoints them.

Review of Advisory Council Membership

The membership of the parents advisory council should be reviewed every year by the school district to ensure that the composition of each council still meets state requirements.

Role of Advisory Council

As a member of the advisory council, you will want to know what its role is. This section provides that information for you.

First of all, it is important for you to know that you are serving on an "advisory council." This means that you advise the school district or the school concerning the program, but the final decisions about what will be done have to be made by the school board.

The advisory role of the target school parent advisory group may be more specifically defined as follows:

- It works with the school staff to identify the special educational needs of the children participating in the school's Title I Migrant program.
- It recommends to the school staff and to the school district advisory council programs to meet the identified needs.
- It also makes recommendations about activities which may improve the migrant or other compensatory education programs.
- It helps the school staff to evaluate those programs.
- It may make plans to promote parental participation in those programs.

The advisory role of the school district advisory council can be defined as follows:

- It assists and advises the school district in planning, developing, and putting into practice the migrant project(s).
- It helps to draw on other community resources in an effort to find solutions to the problems of educationally disadvantaged children.
- It studies the needs of the children to be served by Title I Migrant programs. The council then recommends to the district the needs for which programs should be developed. The council may also recommend programs to remedy those needs.

- It studies the evaluations of past migrant programs and knows how the present program will be evaluated.

- It assists with all efforts involved in providing information about the project.

- The council chairman and/or members sign a statement regarding the project application and all future project amendments assuring the State Superintendent of Public Instruction that the council had a part in planning the Title I program.

- The council listens to any person or group who may want to change the district's migrant program.

Operation of Advisory Councils

It will be important for you, as a member of an advisory council, to know how it should operate. Some of the most important information on the operation of the councils follows.

Advisory Council Officers

Each advisory council shall select a chairman who is not an employee of the school district. The group can decide what other officers are needed so the council can operate well. Other officers the council may want to select are vice-chairman, secretary, and corresponding secretary.

The officers should be elected by the council members. The recommended term of office is one year. A school district employee who is responsible for migrant programs should serve as a resource person to the council.

Advisory Council Meetings

Each council will probably meet once a month. It would be desirable to set a definite date for meetings, such as the first Monday of every month. This will help members remember meetings, and they can prepare their calendars in advance.

Members should receive notices of meetings well in advance. A reminder shortly before the meeting might be helpful. The Title I Migrant staff members at the school district can assist the officers of the council with the task of notifying members. At times, such as when the program is being developed, it may be necessary to meet more frequently than once a month. At such times the chairman can call special meetings.

An agenda should be planned before each meeting. An agenda is a prepared list of items to be discussed at a meeting. This is produced most effectively by the chairman, working with the migrant representative from the school district or the school. The agenda for each meeting may include items from each of the sources that follow:

- The school district. Material presented from the school district might include information about the migrant program; new rules, guidelines, or directives from the State Superintendent of Public Instruction or the U. S. Office of Education; plans for the school district migrant program; and so forth.

- Council members. The agenda should allow council members to express their concerns, to ask for information, or to make suggestions for the program.

- Other parents and/or members of the community. It is important that other parents and members of the community have an opportunity to express their interests or inquiries to the council. Persons who are not on the council may either ask council members to communicate their interests or questions to the council or may attend a meeting themselves.

The meeting should not consist just of presentations from the school or school district representative. The council should meet in an atmosphere that allows open expression and a flow of information from and to all interested persons.

Advisory Council Activities

The section on the role of the advisory council described the advisory responsibilities of the council. Most meetings should be devoted to fulfilling those advisory responsibilities. However, the activities of advisory councils need not be limited to council meetings. A number of other activities could be important to council members. A list of some of those activities follows:

- Visiting classrooms in which pupils are participating in the Title I Migrant program.

- Visiting other schools or school districts to observe what is being done in the Title I Migrant programs there.

- Attending conferences which relate to Title I and/or parent and community participation in the Title I Migrant program.

- Structuring neighborhood meetings with migrant parents to allow the parents to express their views and concerns which may later be discussed at the regular council meetings.

- Attending meetings of the school board.

In other words, advisory council members should engage in a wide variety of activities, providing a strong background in school district and school program operations, local Title I Migrant program operations, and other compensatory education program developments. Such a background will help the council become most effective in working with the school district and the school to develop and maintain a Title I Migrant program which will be of maximum help to the children. The council may also want to hold some training sessions for council members.

Training of Advisory Council Members

As a member of an advisory council for a very complicated program serving children in your neighborhood, you will want to obtain much information and to develop many skills. You will probably want to learn as much as possible about Title I, about how to work effectively on the council, and about how to be part of a group that is working toward accomplishing common goals. The school district may use Title I Migrant funds to provide training for you. Some suggestions as to what the school district and you can do to develop an effective training program are included in this section.

Some of the best training is accomplished if the people who will benefit from the program are involved in planning the training program. The council should discuss and reach agreement on what the members want to gain from the training program.

Areas to Include in Training Programs

Some of the areas about which the council may need information or explanation follow:

- The regulations and requirements governing Title I Migrant programs, as described in the Regulations, November 28, 1968, U.S.D.H.E.W.
- Handbook and Guidelines for Migrant Education, 1972, Superintendent of Public Instruction, Olympia.
- The objectives, budget, and evaluation plans for the project.
- The availability of funds from sources other than Title I Migrant which can be used to strengthen the compensatory education program.
- The methods that can be used to determine the needs of children to be served by compensatory education programs.
- The techniques that can be used effectively to develop positive working relationships, communication, and cooperation between school personnel and the community.

- Ways in which the council members can work together as a team to reach the goals of the council.

- Means by which the council can establish and maintain open communication with as many people as possible in an effort to truly represent the community.

School district personnel can help the council develop its own list of items to include in the training program. School district personnel involved with the Title I Migrant program can help the council decide the best way to conduct the training program. The council probably will not want to spend very much time listening to speeches. The training program will be more profitable personally if council members are able to participate in activities related to what they are learning. Activities that can be used to make a training program both beneficial and interesting include discussions, field trips, and interaction with one another in a drama in which various council members portray the part of a principal, an aide, a parent, or a community action director.

One of the first things the council may want to do is to obtain some training that will help it establish and maintain good relationships among council members, between the council and the district, and in the community in general. The school district may be able to provide someone whose skill and training can be used to help council members learn how to interact with one another and with persons from the school district and in the community.

Even before a training program begins, council members need to work on developing some feeling of group relations. Interaction among members can begin at the first meeting of the council. Each member should introduce himself and tell something about his family, his life, why he is on the council, and what he would like the council to accomplish. Such sharing among council members can result in good discussion and interaction as a group.

Ways to Get Training

As council members get to know one another and function as a group, they can work together in various ways to obtain the knowledge and background needed to fulfill the role expected of advisory councils. Some suggested ways in which the council members can work together follow:

- The sections of the Handbook and Guidelines for Migrant Education, published by the Washington Superintendent of Public Instruction, can be divided among the council members. Each member studies his section in preparation to lead a discussion on it. The Title I Migrant project

director is a good resource person to help the council members understand and discuss the guidelines. Discussion of each of the guidelines' sections should help all of the members become familiar with migrant programs.

- Some members of the council might visit other migrant projects. They can share the information they obtain by observing other projects at council meetings following their visits.

- Various council members may want to talk to some children who are in the local Title I Migrant project. By talking with the children, the members may learn about the children's needs or how effective the project is for them and report what they have learned to other members at the next council meeting.

Training is a continuing process. It should continue as long as the council exists. As new members join the council, the council should help provide necessary information. All members need the training and information necessary to help them work well together as a group and help the school district and school plan and operate projects that will most effectively help the children.

Suggestions for the Advisory Council Chairman

Some day, perhaps, you will be elected chairman of your council. This is a very important task, and probably, you will want additional preparation.

The main responsibilities of the chairman follow:

- Preside over each meeting of the council.
- Plan the agenda with the project administrator and others assigned to agenda preparation.
- Prepare a report each year for the governing board of the school district of the activities of the council.
- Signify on the project application that the council has been involved in the planning of the proposal.
- Encourage members to participate in meetings and activities of the council.

Probably the main training needed by the chairman will be in the area of how to lead a group. A group leader has to acquire some skills, particularly if the group is an active, interacting one, The leader needs to learn how to draw out the silent members, how to handle the members who want to dominate the group, and how to keep members interacting as a group. The skills of group leadership can be learned most effectively through interaction with those who possess such skills.

APPENDIX A

Glossary of Terms

Achievement level is the point a child has reached in the learning process and is generally measured by the grade level the child has reached or the tasks he can do.

Compensatory education provides special classes to make up for educational problems caused by economic, cultural, or social disadvantage. A compensatory education program helps a child reach his greatest potential, and is "over and above" the regular school program.

A comprehensive compensatory education program combines what can be offered under ESEA, Title I Migrant, with other compensatory educational programs funded by the federal or state government.

A cooperative project is a single Title I Migrant project in which more than one school district participates.

A migrant child is:

A. Interstate - A child (preschool to grade 12) who has moved with a parent or guardian within the past year across state boundaries in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

B. Intrastate - A child (preschool to grade 12) who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

A local education agency (LEA) is the school district or intermediate school district superintendent of schools office that gets federal money and uses it to operate a project.

Parent participation is a term used to refer to the various ways in which parents help with the education of their children. This could be at home, at school, or on an advisory council. (See page 20 of Handbook and Guidelines: Migrant Education, 1972, published by the Washington Superintendent of Public Instruction.)

A project is a local single migrant compensatory project after approval.

A proposal is an application for project funds before it is approved.

A target school is a school in which migrant children are enrolled and which is eligible for Title I Migrant funds.

APPENDIX B

A Sample Bylaws for Advisory Councils

ARTICLE I
Name of Council

The name of this committee shall be the Compensatory Migrant Education Advisory Council.

ARTICLE II
Objectives

The objective of the Compensatory Migrant Education Advisory Council shall be to assist the school district to bring about the cooperation and coordination of community resources which may be of value to the schools in the operation of the compensatory migrant education projects. In achieving this purpose, the Advisory Council shall provide advice and assistance in:

1. Developing projects in cooperation with existing community action programs in their locality.

2. Mobilizing and coordinating all community resources in a concerted attack on the problems of migrant children.

3. Planning, developing, implementing, and evaluating the compensatory migrant education projects and disseminating information relative to the objectives of the projects.

4. Acting as a hearing board for any individual or group that may want to propose additions to or changes in the school district's proposed compensatory migrant education projects.

This section of the bylaws shall in no way be construed as giving the Compensatory Education Advisory Councils or the local community action agency a veto over Title I Migrant or over any other compensatory education programs. The committee shall be an advising, coordinating, and evaluating agency in order to further the purpose of education and the specific purpose of these bylaws. The Advisory Council shall have no power to enter into contracts of any nature or to spend public funds. In the absence of his written consent,

no committee member shall be required to provide any sum of money, property, or service, other than services described herein, to the Advisory Council. The Advisory Council shall have no power to bind any member or the school district to any debt, liability, or obligation in the absence of an express written authorization from the party to be bound. The Advisory Council shall have no powers beyond those expressly set forth herein.

ARTICLE III
Members

Section 1. Composition of Advisory Council

The needs and resources of the school districts require that membership be obtained from a broad range of interested persons and that there be a maximum effort to involve the residents and parents of children who will participate in the compensatory migrant education projects. In order to satisfy this requirement, the minimum standards for representation on the Advisory Council shall be as follows:

1. Of the total membership on the Advisory Council, all shall be residents of the project areas in which the school district's project will be concentrated. In selecting the project area parent representatives, preference shall be given to parents of the migrant children. More than a simple majority shall be parents or settled-out migrant parents.

2. The remaining membership on the Advisory Council shall include membership from the school district's staff and the designee from the local community action agency, if one exists. It shall also include representatives from nonpublic school agencies working with migrant people in the project area, such as private and parochial schools, settlement houses, or migrant labor camps, and leadership from the local community such as civic, business, labor, ethnic, or religious groups and from other public agencies of health and welfare that provide services to the migrant children.

All council members shall enjoy full rights and obligations of membership.

Section 2. Selection of Members

Members shall be officially appointed by the school board of the school district, based upon the council's selection. The members should demonstrate interest and concern for the welfare of young people to be served by the compensatory migrant education programs. Each appointment shall be effective and each council member shall serve upon the filing of his written acceptance with the school district.

Section 3. Term of Office

All members of the council shall serve for a two-year term. However, in order to achieve staggered membership, one-half, or the nearest approximation thereof, of the members representing parents and residents and one-half, or the nearest approximation thereof, of the members representing organizations shall serve for a one-year term only during the first year of council existence. After the first year of council existence, all terms shall be two years in length. At the first regular meeting of the council, a chance method shall be used to determine which members shall serve one-year terms. At the conclusion of a member's term, at least one year shall elapse before such member may be reappointed to a new term.

Section 4. Voting Rights

Each member shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Advisory Council. Proxy voting and absentee ballots shall not be permitted.

Section 5. Termination of Membership

A member shall no longer hold membership should he cease to be a resident of the area to be served or otherwise terminate his relationship with the group or organization which he was selected to represent. Membership should automatically terminate as to any member who is absent from all regular and special meetings for a period of three consecutive months. The council, by affirmative vote of two-thirds of all of the members of the council, may suspend or expel a member.

Section 6. Transfer of Membership

Membership in the Advisory Council is not transferable or assignable.

Section 7. Alternates

A council member may send an alternate. An alternate shall have no voting power, and the presence of an alternate shall not relieve a member from the effect of Section 5 of this Article.

Section 8. Resignation

Any member may resign by filing a written resignation with the school district.

Section 9. Vacancy

Any vacancy on the council shall be filled for the remainder of the unexpired term through appointment by the school district.

ARTICLE IV
Officers

Section 1. Officers

The officers of the Advisory Council shall be a chairman, vice-chairman, secretary, and such other officers as the council may deem desirable.

Section 2. Election and Term of Office

The officers of the Advisory Council shall be elected annually and shall serve for one year and until each successor has been elected and qualified.

Section 3. Removal

Any officer elected or appointed by the Advisory Council may be removed by a two-thirds vote of all members sitting on the Advisory Council whenever, in the judgment of the council, the best interests of the council would be served thereby.

Section 4. Vacancy

A vacancy in any office because of death, resignation, removal, disqualification, or otherwise may be filled by the council for the unexpired portion of the term.

Section 5. Chairman

The chairman shall preside at all meetings of the Advisory Council, and may sign all letters, reports, and other communications of the Advisory Council. In addition, he shall perform all duties incident to the office of chairman and such other duties as may be prescribed by the Advisory Council from time to time. It is preferred that the chairman be a parent representative, and under no conditions should the chairman be a school district employee.

Section 6. Vice-Chairman

The duties of the vice-chairman shall be to represent the chairman in assigned duties and to substitute for the chairman during his absence, and he shall perform such other duties as from time to time may be assigned to him by the chairman or by the Advisory Council.

Section 7. Secretary

The secretary shall cause to be kept the minutes of the meetings, both regular and special, of the Advisory Council and shall promptly transmit to each of the members, to the school district, and to such other persons as the council may deem necessary, true and correct copies of the minutes of such meetings; see that all notices are duly given in accordance with the provisions of these bylaws; be custodian of the council's records; keep a register of the address and telephone number of each member of the council; and, in general, perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the office by the chairman or by the Advisory Council.

ARTICLE V
Committees

Section 1. Standing and Special Committees

The Advisory Council may from time to time establish and abolish such standing or special committees as it may desire. Each member of every standing or special committee shall be a member of the Advisory Council. No standing or special committee may exercise the authority of the Advisory Council.

Section 2. Membership

Unless otherwise determined by the Advisory Council in its decision to establish a committee, the chairman of the Advisory Council shall appoint members to the various committees.

Section 3. Term of Office

Each member of a committee shall continue as such for the term of his appointment, and until his successor is appointed, unless the committee shall be sooner terminated or abolished, or unless such member shall cease to qualify as a member thereof.

Section 4. Rules

Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Advisory Council.

Section 5. Quorum

Unless otherwise provided in the decision of the Advisory Council designating a committee, a majority of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6. Vacancy

A vacancy in the membership of any committee may be filled by an appointment made in the same manner as provided in the case of the original appointment.

ARTICLE VI
Meetings of Advisory Council

Section 1. Regular Meetings

The Advisory Council shall meet regularly once each month.

Section 2. Special Meetings

Special meetings may be called by the chairman or by majority vote of the Advisory Council.

Section 3. Place of Meetings

The Advisory Council shall hold its regular monthly meetings and its special meetings in a facility provided by the school district.

Section 4. Notice of Meetings

Regular meetings must be noticed. Any change in the established date, time, or location must be given special notice. All special meetings shall be noticed. Any required notice shall be in writing, shall state the day, hour, and location of the meeting, and shall be delivered either personally or by mail to each member not less than five days or more than three weeks before the date of such meeting.

Section 5. Decisions of Advisory Council

All decisions of the Advisory Council shall be made only after an affirmative vote of a majority of its members in attendance, provided a quorum is in attendance.

Section 6. Quorum

The presence of a majority of the members representing parents and the presence of a majority of members representing the organizations and agencies designated in these bylaws shall be required in order to constitute a quorum necessary for the transaction of the business of the Advisory Council. No decision of the Advisory Council shall be valid unless a majority of the members of the Advisory Council then appointed and holding office concur therein by their votes.

Section 7. Conduct of Meetings

All regular and special meetings of the Advisory Council shall be conducted in accordance with Robert's Rules of Order or in accordance with an appropriate adaption thereof.

Section 8. Meetings Open to School Representatives

All regular and special meetings of the Advisory Council and of its standing or special committees shall be open at all times to representatives from the school district.

ARTICLE VII
Amendments

These bylaws may be amended at any time by a two-thirds affirmative vote of the members of the Advisory Council and with the help of the legal staff of the _____ School District, provided that the amendment is to further carry out the objectives of the Advisory Council as herein expressed. Any amendments must conform with the State of Washington Handbook and Guidelines, published by the Washington State Superintendent of Public Instruction.

In witness whereof, the Superintendent of Schools of the

_____ School District

has caused these bylaws to be duly executed on the ___ day of

_____, 19___.

_____
District Superintendent

APPENDIX C

Selected References

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